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ABSTRACT

The Research and Development Center for Teacher Education at the University of Texas at Austin during the 1984-85 school year developed and field tested a Model Teacher Induction Project (MTIP) to contribute to the knowledge base of teacher induction. In addition, a satellite project aimed at building a network of institutions and individuals interested in implementing and studying similar staff development programs in different settings was established. This report includes a brief review of related literature followed by a comprehensive description of the MTIP, including the project itself, research related to the project, and the MTIP Satellite Network. Study findings focusing on participants and their practice are reported as they related to the context, personal and professional characteristics of participants, concerns of participants, and the interactions of first-year teachers and support teachers. Findings related to the activities and effects of the MTIP are reported as they relate to the effects of the MTIP interventions, factors affecting implementation of the MTIP, and needs/concerns not addressed by the MTIP. The study findings section concludes with a discussion of what has been learned from the MTIP Satellite effort. Implications and recommendations derived from the study are included. (Author/JD)

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FINAL REPORT
MODEL TEACHER INDUCTION PROJECT
STUDY FINDINGS
Leslie Huling-Austin
Scottie Putman
Cleta Galvez-Hjornevik
R&D Report No. 7212

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Additional Model Teacher Induction Project Publications:

- Galvez-Hjornevik, C., & Smith, J. (in press). Selecting and enabling the support teacher. Journal of Staff Development.
- Huling-Austin, L., Barnes, S., & Smith, J. (1985). A research-based staff development program for beginning teachers (Rep. No. 7201). Austin, TX: The University of Texas at Austin, Research and Development Center for Teacher Education.
- Huling-Austin, L., & Emmer, E. (1985). First days of school: A good beginning (Rep. No. 7206). Austin, TX: The University of Texas at Austin, Research and Development Center for Teacher Education.
- Huling-Austin, L., Putman, S., Edwards, S., & Galvez-Hjornevik, C. (1985). MTIPSatellite Network conference proceedings (Rep. No. 2709). Austin, TX: The University of Texas at Austin, Research and Development Center for Teacher Education.
- Smith, J. J., & Huling-Austin, L. (1985). Professional development: Experienced teachers assisting first-year teachers (Rep. No. 7210). Austin, TX: The University of Texas at Austin, Research and Development Center for Teacher Education.

FINAL REPORT
MODEL TEACHER INDUCTION PROJECT
STUDY FINDINGS

Abstract

The Research and Development Center for Teacher Education at The University of Texas at Austin during the 1984-85 school year developed and field tested a Model Teacher Induction Project (MTIP) to contribute further to the knowledge base of teacher induction. In addition, a satellite project aimed at building a network of institutions and individuals interested in implementing and studying similar staff development programs in different settings was established and has since been supported by the R&DCTE. The purpose of this report is to share what has been learned from the MTIP and its satellite effort.

The report includes a brief review of related literature followed by a comprehensive description of the Model Teacher Induction Project, including the project itself, research related to the project, and the MTIP Satellite Network. Study findings focused on participants and their practice are reported as they relate to the context, personal and professional characteristics of participants, concerns of participants, and the interactions of first-year teachers and support teachers. Findings related to the activities and effects of the Model Teacher Induction Project are reported as they relate to the effects of the MTIP interventions, factors affecting implementation of the MTIP and needs/concerns not addressed by the MTIP. The study findings section concludes with a discussion of what has been learned from the MTIP Satellite effort.

The final section of the document includes Implications and Recommendations derived from the MTIP study. These implications/recommendations include:

- 1) First year of teaching is not necessarily as traumatic as current literature tends to indicate.
- 2) Placement of first-year teachers may well be the most influential variable in first-year teaching success.
- 3) The assignment of an appropriate support teacher is likely to be the most powerful and cost-effective intervention in an induction program.
- 4) Flexibility should be maintained in determining the length of the formal first-year teacher/support teacher arrangement.
- 5) Induction programs should be structured flexibly enough to accommodate the emerging needs of participants.
- 6) An induction program cannot only address and resolve concerns of beginning teachers, but can also arouse positive concerns that have not yet fully developed.

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FINAL REPORT
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STUDY FINDINGS¹
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Introduction

Widespread public concern exists regarding the nature and quality of schooling received by pupils in the nation's schools. Responses to the concern often focus on improving the quality of teaching in classrooms. Increasingly, attention is being directed toward the specific needs of new teachers through state-mandated induction programs which offer support for, as well as increased assessment of, the new teacher. While some features of induction programs are research-based, others have not been extensively studied. The Research and Development Center for Teacher Education at The University of Texas at Austin during the 1984-85 school year developed and field tested a Model Teacher Induction Project (MTIP) to contribute further to the knowledge base of teacher induction. In addition, a satellite project aimed at building a network of institutions and individuals interested in implementing and studying similar staff development programs in different settings was established and has since been supported by the

¹The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

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R&DCTE. The purpose of this report is to share what has been learned from the MTIP and its satellite effort.

Related Literature

Previous research suggests the need for additional study of the induction period of teaching. Statistics reveal wide discrepancies in the numbers of potential teachers entering teacher education programs and the projected numbers of teachers needed in the future (Feistritzer, 1983). As the demand for teachers increases, retention of trained teachers will be critical, and evidence suggests that successful induction into teaching may enhance retention (Tisher, 1979). Further, understanding of the difficulties encountered by new teachers as they enter the profession is well documented (McDonald, 1980; Ryan, 1970; Tisher, 1978; Veenman, 1984).

More specifically, the National Center for Education Statistics estimates that the demand for new teachers between 1986 and 1990 should reach 197,000 per year and at the same time, the number of people entering college to prepare themselves for a career in education has steadily diminished (Feistritzer, 1983). A shortage of teachers is imminent and retaining new teachers in the profession is therefore critical. An examination of how beginning teachers are inducted into their respective schools and school systems generates research-based information regarding the development of competent professional teachers.

In response to public pressure to enhance the quality of schooling by improving the quality of teaching in the schools, state departments of education are starting to focus on beginning teachers and ways to assist and assess them. Policies relating to the induction period are being formed and implementation is moving ahead, often without benefit of knowledge bases grounded in research. Such institutional responses range from precisely

stated expectations to broadly stated goals for professionalism (Griffin, 1983). Further research is needed to investigate the institutional responses to the needs of new teachers and the effects of those responses.

The need for assistance for new teachers in several areas of teaching responsibility is evident in the literature. Johnston and Ryan (1980) identified from their review of the literature four common problems of new teachers: planning and organization, evaluation of students' work, motivation of students, and adjustment to the teaching environment. Although acquisition of teaching skills has been the focus of numerous studies (Fogarty, Wang, & Creek, 1982; Johnston, 1981; McEwing, 1981; Pigge, 1978), little classroom based research has been conducted specifically with new teachers (McDonald, 1980), especially in the areas of planning and organization of content and instruction.

Two major areas of concern for new teachers as they prepare for the beginning of school are classroom management and the organization of content and instruction in the subject(s) to be taught. Classroom management deals with skills, behavior, and activities that promote student involvement in classroom activities and that prevent or minimize disruptive behaviors. The organization of content and instruction refers to the way in which the teacher sequences and arranges topics in the curriculum, the activities that are chosen to convey the curriculum, and the knowledge the teacher possesses about the subject as it relates to the grade level content. Topics within the two areas overlap in some cases: e.g., accountability procedures have both a management and a content goal; the design and conduct of instructional activities have a great impact on management effectiveness (Good, 1981).

Tisher (1979) highlights another concern of new teachers: the importance of new personal and professional relationships as beginning teachers move into the school setting. Likewise, McDonald (1980) stresses the importance of reducing "trauma, suffering, and floundering" of the beginning teachers as they learn about teaching in particular school and community settings.

A critical component of the study for teacher induction is an accurate assessment of needs in order to formulate appropriate responses to those needs. The Concerns-Based Adoption Model offers a unique approach to the identification of concerns (Hall, Wallace, & Dossett, 1973). Unlike much past and current research which is focused at the organizational level, the CBAM is centered on the needs of the individual who is experiencing the change process. For the beginning teacher, the change involved is the developmental process of becoming a teacher. Various persons, including support or peer teachers, school and district administrators and consultants, and teacher educators all serve as change facilitators in assisting the new teacher. Stages of Concern, one dimension of the Concerns-Based Adoption Model, is particularly useful for inclusion in a teacher induction program since it can provide insight for change facilitators.

The concept of Stages of Concern is founded in the work of Frances Fuller (1969). Fuller found that as students moved through their teacher education program their concerns evolved in a developmental sequence. These concerns ranged from unrelated concerns to early concerns about "self," to concerns about "task," and finally to concerns about "impact." These stages were later expanded and became Stages of Concern (SoC). The SoC concept was extended and applied to concerns about any new program or innovation. Hall

and Loucks (1978) identified seven kinds of concerns that individuals can experience at various points in the change process. Concerns theory, based on the premise that change can best be facilitated if the person undergoing change is provided with appropriate assistance targeted at their current concerns, has been applied in various settings.

There have not been many published reports of organized efforts to respond to the needs of first-year teachers (Grant & Zeichner, 1981; Veenman, 1984). Without organized induction programs, first-year teachers are most often left to fend for themselves (Ryan, 1982). There is little assistance for them because a double barrier results from 1) their tendency to ask for help only when they are sure their competency will not be questioned and 2) experienced teachers' reluctance to offer assistance for fear of appearing to interfere (Applegate et al., 1977; Newberry, 1977).

In the past five years more induction programs have been implemented and several states have mandated programs, e.g., Florida, Georgia, Oklahoma and South Carolina (Defino & Hoffman, 1984). Local school districts and teacher education institutions are more frequently implementing programs, but most of these programs are not yet reported in the literature. In addition, very few evaluations of teacher induction programs have been conducted (Zeichner, 1982).

In sum, there are many unanswered questions regarding transition into the teaching profession. The answers to these questions may serve as guidelines for both state departments and school districts wishing to attract and maintain a quality teaching work force.

The Model Teacher Induction Project

As one step toward the improvement of teacher education across the professional continuum, the Research and Development Center for Teacher

Education at The University of Texas at Austin undertook a project to design and implement a research-based model program for the induction of beginning teachers. The Model Teacher Induction Project (MTIP) was a Center-wide collaborative project involving researchers from the three program areas: Research in Teacher Education, Research on Classroom Learning and Teaching, and Research on the Improvement Process. In addition to developing and implementing the MTIP, Center staff focused their research on the participants and their practice, the project and its effects, and the interaction of these variables. Finally, the effort included a satellite project aimed at building a network of institutions and individuals interested in implementing and studying similar staff development programs in different settings.

The Pilot Induction Project

Planning for the MTIP began in January 1984, and negotiations were made that spring with a nearby district to implement the project the following school year. Participants in the project were to be first-year teachers at the middle school level teaching in the core academic subjects (language arts, math, science or social studies); their support teachers and their school principals.

The philosophy behind the project was to begin with interventions designed to address common needs of beginning and support teachers and then to tailor interventions based upon the emerging needs of the participants. It is also important to note that many "interventions" which influenced the new teachers and their induction process, but which were not a part of the MTIP, occurred daily throughout the year. Also, numerous informal interventions were occurred between the first-year teachers and their support teachers on a daily basis. MTIP project staff also conducted a

series of formal interventions with participants. A complete list of those formal interventions sponsored and conducted by the MTIP staff is shown in Figure 1. These interventions are explained briefly in the paragraphs that follow.

Assignment of first-year/support teacher pairs

A key component of the MTIP was the assignment of an experienced support teacher for each first-year teacher. These assignments were made by the school principals using criteria suggested by the MTIP staff. Principals were to select support teachers who they believed to be successful teachers and who were willing to help a new teacher. It was also suggested to principals that they select a support teacher who teaches the same subject and grade level as the new teacher and has his/her classroom located in the same area of the building as the new teacher.

Concerns workshop for support teachers

A workshop on assessing concerns of beginning teachers and designing interventions to address concerns was conducted for support teachers. It included an overview of the Stages of Concerns theory, discussion of common concerns of beginning teachers, and instruction in ways to diagnose concerns. In the training, teachers participated in a role playing activity to practice diagnosing concerns and delivering appropriate interventions based upon the identified concerns.

Classroom management workshop

A workshop on classroom management was conducted the following day for both new teachers and support teachers. The support teachers were included in this workshop so that they could offer their expertise and to encourage new teachers to consider their support teachers as a resource in this area. All participants received a copy of Organizing and Managing the Junior High

MTIP INTERVENTIONS

Month	Description	First Year Teachers	Support Teachers
August	Assign First-Year Teacher/ Support Teacher Pairs	X	X
August	Workshop--Diagnosing & Responding to Concerns		X
August	Workshop--Classroom Management	X	X
September & April	Informal Support Meetings	X	X
September	Workshop for Science Teachers	X	
December	Seminar--Working with Low Achieving Students and Starting Over After Christmas Break	X	X
January	Optional Observation & Follow-Up Conference	X	
February	Focused Observation of Another Teacher	X	
March-April	Observations and Feedback on Managing Academic Tasks	X	

Figure 1.

Classroom (Emmer, Evertson, Sanford, Clements & Worsham, 1981) before the workshop. Topics covered in the workshop included organizing a classroom, developing rules and procedures, holding students accountable for academic work, establishing consequences, and planning first day activities. In late September the MTIP staff conducted a similar but smaller scale workshop for the two new science teachers who joined the project after school started.

Informal support meetings

Early interviews and other contacts indicated support teachers would profit from an opportunity to meet together to discuss their experiences with the new teachers with whom they were paired. Therefore, in mid-September the MTIP staff convened an informal meeting of the four support teachers to share those experiences and review the content from the August workshop by discussing additional ways to diagnose and meet first-year teachers' needs. Evidence from early interviews also suggested the need to convene the beginning teachers to share their experiences informally; such a meeting occurred in September. A similar type of support meeting also occurred in April when the teachers and principals were invited to attend an informal dinner meeting of the participants of the MTIP Satellite Network Conference, a group of educators from across the nation who are working in the area of teacher induction. At this meeting MTIP teachers and principals had the opportunity to exchange ideas with each other and other educators in a relaxed and informal environment.

Seminar on working with low achieving students

From the late October interviews with the six new teachers and from the journal entries they submitted in November there was substantial evidence that they had major concerns about teaching lower achieving students, particularly when those students were grouped together in "basic classes."

In response to that need, a MTIP staff member led a workshop in December with new teachers and their support teachers to identify managerial and instructional strategies for teaching lower achievers and to consider planning changes for after the holiday break.

Optional observation and follow-up conference

In the December interviews and workshop, five of the six new teachers expressed interest in receiving feedback from the MTIP staff on the classroom observations. Until this time, the observations had been primarily for research and planning purposes. In response to the interest in feedback, in January and February an MTIP researcher observed in each new teachers' classroom, taking detailed notes related to a focus specified by each new teacher. Following each observation, the observer and the new teacher conferred, using the teachers own impressions of the lesson and the observers written comments as a base.

First-year teacher observations of other teachers

Also emerging from interviews, journals, and the December workshop, was the need new teachers felt to observe other teachers. In cooperation with building principals, the MTIP staff arranged for a half-day of released time for the four new teachers who indicated an interest in participating in this activity so that they could observe other teachers.

Observations focused on managing academic work

The final formal intervention moved beyond discipline and related management concerns and focused on managing academic work so that students can be engaged in higher thinking processes while order is still maintained in the classroom. Our observations prior to this point indicated that the new teachers progressed substantially in maintaining order but sometimes at the expense of sacrificing higher order learning experiences. In this

intervention MTIP staff members observed one class of each new teacher for three consecutive days (March 26-28) and interviewed each teacher on the fourth day to get further information on how each was managing academic work. A feedback letter was sent to new teachers with suggestions and generalizations drawn from the observations along with a copy of a book on managing and organizing the junior high classroom.

Research on the MTIP

The Model Teacher Induction Project is an in-depth look at new teachers and support teachers as they encounter both district-provided and MTIP-sponsored staff development activities related to induction of new teachers. Research questions were formulated to address various categories of inquiry. One category addressed "Research on Participants and Practice" and included questions which focused on the personal and professional characteristics of participants, their teaching and supervisory practices, and the school and community contexts within which induction was taking place. Another category of investigation focused on "Research on the MTIP Project." These questions focused on the MTIP components and how they were evaluated by participants and MTIP staff. Consequently, this investigation will provide valuable information about the effectiveness of the MTIP components and suggestions for their improvement.

Furthermore, the research questions addressed the relationships between the personal and professional characteristics of teachers, their participation in the MTIP, and their classroom practice. These various interactions were critical to the research since the teacher induction process is richly complex and multidimensional and cannot be adequately described or explained through single-dimensional questions in isolation

from one another. The following research questions were addressed in the MTIP.

Research Questions

Research on Participants and Practice

Participants

1. What are the personal/professional characteristics of beginning and support teachers? principals?
2. What teaching skills do beginning teachers and support teacher bring to teaching?
3. What needs/concerns do beginning and support teachers have? How do they change over time? To what do they attribute any changes that occur?
4. How do new teachers and support teachers conceive: a) classroom management (appropriate student behavior), b) their content (goals and activities), and c) task systems (getting work accomplished, and content learned)? How do these conceptions change during the induction year? To what do they attribute any changes that occur?

Practice

5. What are the characteristics of the classroom, school and community setting?
6. How are support teachers selected? What criteria are used?
7. What do site facilitators (support teachers, building administrators, central office staff, etc.) do to influence teacher induction? What is the relationship between the actions of facilitators and the concerns of new teachers?
8. What is the nature (process, content, effects) of the support teacher/beginning teacher interactions? What personal/

professional characteristics are related to the interactions of support and beginning teachers in the MTIP?

9. What are the teaching practices (especially classroom management, organization of academic tasks, and the conduct of instruction) of beginning and support teachers? How do these practices change over time? To what do they attribute any changes that occur?

Research on the MTIP Project

1. What is the nature of the intervention?
2. What are the effects of the intervention? What is the relationship between the MTIP intervention and interactions of participants?
3. What factors affect implementation?
4. What factors affect transferability of the program and/or its components?
5. What are some needs/concerns of the participants not addressed?

The sample

The project commenced in August 1984 with four new teachers and their four support teachers. Shortly after the beginning of the school year, an additional two new teachers were added to the project, but neither had a support teacher assigned. The four original pairs of first-year and support teachers constituted the formal sample in this study for purposes of data analysis.

Data sources

Various data sources were utilized in the MTIP: the Stages of Concern Questionnaire, journals, nonparticipant observation, interviews, classroom observations, audiotapes of conferences, MTIP minutes of staff meetings, and Contact Report Forms. The MTIP data collection schedule is shown in Figure 2.

MTIP DATA COLLECTION SCHEDULE

Summer 1984	survey potential satellite participants
August 1-8	contact teachers as identified interview teachers & principals
August 9	new teacher workshop
August 10	support teacher workshop
August 13	observer training
August 14	observe new teacher orientation journals (through August 31)
August 15-16	observe teachers & principals at beginning of school inservice sessions
August 20	1 hr. classroom observation on first day new teachers/ support teachers
August 21-24	1 hr. classroom observation new teachers interview new and support teachers
August 27-31	1 hr. classroom observation/ new teachers
September 17-21	1 hr. classroom observation new teachers
September 17	support teacher meeting
September 25	new teacher science workshop (school 42 only)
October 1-5	journal entries
October 22-26	interview new teachers
November 1-5	journals

Figure 2.

MTIP DATA COLLECTION SCHEDULE (con't.)

December 3-7	1 hr. classroom observation new teachers
December 10-14	journals
December 10-14	interview new and support teachers
December 13	new and support teachers workshop
January 7-11	journals
Late January	optional observations and follow-up conference for new teachers
February 4-8	journals
March 29-April 12	interview new and support teachers
March 4-8	journals
April 1-5	journals
March 26-April 11	3 1-hr. classroom observations of new teachers/support teachers
	1 hr. observation of support teachers
May 6-10	journals
May 13-18	interview new and support teachers
May 23	end of school
Summer, Fall	analyze data/write report

Figure 2.

Stages of concern. The notion of "Stages of Concern" is drawn out of the work of Fuller (1969) who proposed phases of concern in teacher development: a preteaching phase (non-concern), an early teaching phase (concern with self, followed by concerns about management), and a late teaching phase (concern with pupils). Continued research with the concerns model at the Research and Development Center for Teacher Education at The University of Texas at Austin identifies seven stages of concern: awareness, personal, informational, management, consequence, collaboration, and refocusing (Hall & Loucks, 1978) (see Figure 3). It is hypothesized that there is a developmental movement through these stages during which the intensity of certain concerns first must be resolved (lowered in intensity) before later ones can emerge (increase in intensity).

The Stages of Concern (SoC) questionnaire, a 35-item instrument, was designed to measure the respondents' stages of concern relative to an innovation. The five items representing each stage on the questionnaire were selected to insure high levels of internal reliability. Studies indicated the coefficients of internal reliability for the seven stages range from .64 to .83; test/retest reliability coefficients on the instrument range from .65 to .86. The validity of the SoC questionnaire has been investigated using intercorrelation matrices, judgments of concerns based on interview data, and confirmation of expected group differences and changes over time. The SoC questionnaire (Appendix A) was used to measure new teacher concerns about teaching, while a different version of the instrument (CFSoc) was used to measure the concerns of administrators and support teachers about their role in facilitating the induction of new teachers (see Appendix B). The questionnaires were administered prior to

STAGES OF CONCERN: **TYPICAL EXPRESSIONS OF CONCERN ABOUT THE INNOVATION**

	STAGES OF CONCERN	EXPRESSIONS OF CONCERN
IMPACT TASK SELF	6 REFOCUSING	I HAVE SOME IDEAS ABOUT SOMETHING THAT WOULD WORK EVEN BETTER.
	5 COLLABORATION	I AM CONCERNED ABOUT RELATING WHAT I AM DOING WITH WHAT OTHER INSTRUCTORS ARE DOING.
	4 CONSEQUENCE	HOW IS MY USE AFFECTING KIDS?
	3 MANAGEMENT	I SEEM TO BE SPENDING ALL MY TIME IN GETTING MATERIAL READY.
	2 PERSONAL	HOW WILL USING IT AFFECT ME?
	1 INFORMATIONAL	I WOULD LIKE TO KNOW MORE ABOUT IT.
	0 AWARENESS	I AM NOT CONCERNED ABOUT IT (THE INNOVATION).

Hall, G. E., & Loucks, S. F. (September, 1978) Teacher concerns as a basis for facilitating and personalizing staff development. Teachers College Record, 80(1), 36-53.

Figure 3.

the beginning of the year, mid-year, and at the conclusion of the school year.

Journals. In order to record many of the thoughts and actions of the teachers participating in the induction experience, they were asked to keep personal journals regarding their experiences. The purpose of these journals was to gather more detailed information about the activities, interactions and experiences of each teacher (see Appendix C). Journal data served as a complementary data source, tapping information that participants may be unwilling or unlikely to share during an interview session. New teachers and support teachers wrote daily journal entries during the first week of each month and submitted these to the MTIP staff.

Nonparticipant observation. As induction activities occurred, especially those of critical importance, the MTIP staff engaged in nonparticipant observation of those activities. This type of observation preserved data about the activity's participants, content and process, context, and observer clinical judgments of patterns, critical incidents, and more general impressions.

Interviews. Interviews were conducted with each member of the study by staff members trained in the skills of ethnographic interviewing. Specific content of the interviews was structured around the particular concerns and issues of the interviewee as they emerged during the course of the year and the research questions listed earlier (see Appendix D for sample interviews). The first interview explored the participants' basic views of teaching and their orientation toward their new teaching assignment. Throughout the year, the new teachers and support teachers were interviewed about their satisfaction with the induction program components, their teaching practices and their current concerns as well as the effectiveness

of the MTIP experience. Six interviews were conducted with new teachers and four interviews were conducted with support teachers during the year.

Classroom observations. Another data collection procedure was to conduct classroom observations. Observers completed the Classroom Activity Record which includes activity segments, time points, and a detailed narrative record (see Appendix E). In addition, at 10 minute intervals observers counted and recorded the number of students engaged in each of four categories of engagement (see Appendix F). At the end of each observation the observer completed a rating instrument, giving numerical estimates of a wide variety of behaviors, characteristics and activities related to the organization and management of classroom behavior and instruction (see Appendix G). Six observations were conducted in the classrooms of new teachers and two were conducted in the classrooms of support teachers during the year.

Conference audiotapes. Information was obtained about the formal and informal conferences that occurred between new and support teachers. The participants were asked to audiotape three of these conferences and submitted these to the MTIP staff.

MTIP staff records. To document MTIP staff actions in the research and development process, minutes were maintained of all staff meetings. Contacts with subjects were documented on a Contact Report Form (see Appendix H).

Data analysis

A multi-step process was used in the analysis of the various data sources in this study. During the year that the study was in progress, data were reviewed in an on-going fashion to monitor the progress and needs of participants in order to tailor the program accordingly. For formal data

analysis the unit of analysis was the new teacher/support teacher pair and each of the four pairs was assigned to a researcher who assumed primary responsibility for analyzing all data related to that pair. Through the analysis, researchers reviewed data sources using the formal research questions as a framework. In some instances, data were coded according to the research questions being addressed and later compiled and summarized. Other data sources were reviewed more holistically with researchers making notes and extracting salient points and direct quotes for later use. Using all of the data sources available, researchers developed a case summary for each pair. This process essentially allowed one researcher to become the "expert" on each pair. Then, working as a group, researchers met and each case was presented by the "expert" while other researchers asked additional clarifying questions and provided any additional information they might have had about the pair as a result of their experiences with them during the study year. After the four cases had been discussed, researchers then discussed similarities and differences between and among the cases and patterns or trends that were present in the data. All of these researcher discussions were tape recorded and subsequently used in developing the study findings which are discussed later in this report.

The MTIP Satellite Network

A key part of the MTIP was a satellite effort aimed at establishing a functional network of other institutions interested in implementing and studying induction programs in different settings. In addition to providing input into the MTIP, it was anticipated that some of these institutions may in the future include MTIP components in their own programs, thus providing a setting in which to study the contextual and organizational factors that affect the transfer of program components.

The purposes of the satellite effort were:

- 1) to provide participants the opportunity to learn from each other's experiences with beginning teachers and induction programs;
- 2) to obtain from participants suggestions and recommendations related to the MTIP and its dissemination; and
- 3) to develop a functional network of persons working in the area of teacher induction.

A large number of applications to participate were received from local school districts, intermediate education service agencies, state departments of education, institutions of higher education, and professional organizations. Approximately 40 of these institutions were selected to participate in the MTIP satellite effort. The selection committee made every effort to achieve a wide geographic representation of the United States and a balance of different types of institutions with varying degrees of experience working with beginning teachers in different types of settings.

Among the activities sponsored by the MTIP Satellite Network were two national conferences on teacher induction (November 1984 and April 1985) and a quarterly newsletter which continues to be circulated to the satellite participants and a broader audience of persons interested in teacher induction. In addition, the Induction Network serves as a resource to link persons who have questions about induction with others who are working in the area and functions as a clearinghouse through which network participants can share information and materials with one another. Finally, a number of presentations about the MTIP and its Satellite Network have been made at various professional conferences, and some of these presentations have involved network members as co-presenters with MTIP staff.

Study Findings

As explained earlier, the unit of analysis for this study was the new teacher/support teacher pair. Study questions (see pages 12-13) provided the framework for data analysis. However, study questions were highly interrelated and to attempt to discuss findings question-by-question would be tedious, contrived, and repetitious. Consequently, to provide a more meaningful and rich interpretation of the data, findings will be discussed in relationship to each other as they relate to the project and to participants and their practice. Furthermore, the extremely small size of the sample prohibits the generalization of findings to other populations and we are in no way attempting to make such generalizations. We will discuss the trends and patterns found in our data. It is our hope and our goal that others may gain insights from our interpretations of our study data and may find these insights applicable and useful in their situations and settings.

Research on Participants and Their Practice

The Context

The district in which this project operated was located in a suburban community of medium to high socioeconomic status. District-wide enrollment was approximately 15,000 and the district operated 17 schools: 11 elementaries, 4 middle schools and 2 high schools. The MTIP was conducted in two middle schools which had enrollments of 954 and 1078. One of the schools was newly opened in the Fall of 1984. The schools were located in the same area of the district, approximately five miles apart, and served predominately students of parents who were employed professionally (largely in the high-tech industry). There was also a rising number of students from single-parent families who were moving into apartment complexes in the area. In general, parents were supportive of educational endeavors in the district

and, comparatively speaking, this was a desirable and supportive context in which to teach.

Personal and Professional Characteristics of Participants

The participants in this study included four beginning teachers, four support teachers and two principals. All of the teachers were female with the exception of one male first-year teacher. Both principals were male. All participants were Anglo. First-year teachers ranged in age from 22 to 33 and were assigned in the disciplines of language arts and science. Each teacher was in his/her first year of fulltime teaching. All had bachelor's degrees and regular teaching certificates. Support teachers ranged in age from 30 to 40, were assigned in the disciplines of language arts and social studies, and had between 6 and 20 years of teaching experience. Two of the four had master's degrees. The ages of the principals were 34 and 44. One had 5 years of experience in the principalship while the other was in his first year as principal at this school but had prior experience as a principal for 2 years and as an assistant principal for 4 years.

Support teachers were selected on the basis of being successful teachers with strong instructional skills; researcher interactions with these teachers in the form of observations and interviews confirmed this assessment of them. Support teachers were very knowledgeable about teaching and students and were highly articulate when discussing various teaching skills with the project researchers. In the opinion of the researchers, all of the support teachers would be considered above average teachers. The support teachers represented a range of different personalities; one was very nurturing and had a tendency to want to "mother" her students while another tended to be very straightforward and businesslike. One teacher was striving to become an administrator (and in fact did become one the

following year) while another who was serving as department head was continually working to improve both instruction and the curriculum within her department. While the support teachers were certainly different from one another, none would have been considered atypical of successful middle school teachers. To state it another way, each of the teachers seemed to "fit" in the setting in which they were teaching.

The first-year teachers in the project represented a congenial and attractive group of young people. Each one had graduated from a different teacher training institution and consequently there was a substantial amount of diversity in their academic preparation. In addition to the varied teacher training backgrounds, the first-year teachers also had other differences. For example, one teacher had been out of school doing other things for approximately five years, while others entered directly out of their teacher training program. One first-year teacher in our sample was 33 years old whereas the others were 22-24 years old. This older beginning teacher had the same difficulties and concerns related to beginning the year but appeared to more quickly establish herself in the role of teacher probably as a result of the greater age difference between her and her students and her maturity. One first-year teacher appeared to have a "head start" in that he had had several years experience being a lab instructor at the community college level. The actual teaching placement also appeared to work either as an advantage or disadvantage for the first-year teachers. For example, in some instances, the teachers were assigned to classes which exactly "matched" their preparation while others, even though placed in their general field, were assigned to classes which they were not as well-prepared to teach. For example, one beginning teacher who was a language arts major was assigned primarily to remedial reading classes and

even though she was "in her field," she had very little academic preparation for teaching reading.

In general, the first-year teachers in the MTIP study did not appear to have a strong grasp of the varied skills needed for teaching. They were not very articulate about such aspects of teaching as planning and organizing content, delivering instruction, monitoring student progress, and so on. When questioned about such teaching skills, they either expressed that they didn't understand the question or responded only in general terms. As a group they appeared to view teaching globally as an undefined set of tasks, although some had a more indepth understanding than others. As the year progressed, most of the first-year teachers attained a clearer understanding of the various skills involved in teaching and eventually could describe how they engaged in them. Evident in the MTIP study was that it takes more than one year of teaching experience to develop teachers who are proficient in their craft.

Concerns of Participants

The types of concerns experienced by participants were fairly common and predictable. First-year teachers as a group had concerns at the beginning of the year about what materials they needed, how to get started, and whether or not they would perform well as teachers. Once the school year was underway their concerns shifted to classroom management and discipline, and how to manage all of the competing demands related to teaching. These management concerns continued throughout the year, but decreased in intensity during the second semester.

Support teachers initially had concerns about what would be expected of them in their new role. Once in the role, they developed concerns about how

much assistance they should provide, how direct they should be, and what responsibility they had for the first-year teacher and his/her performance.

Data from the formal concerns questionnaires provide insight into overall concerns of beginning teachers and facilitators (support teachers and principals) and how their concerns shifted over time. As explained earlier (see pages 16-18), seven Stages of Concerns (Hall & Loucks, 1978) have been identified and include:

Stage 0	Awareness
Stage 1	Informational
Stage 2	Personal
Stage 3	Management
Stage 4	Consequence
Stage 5	Collaboration
Stage 6	Refocusing

Concerns are developmental in nature. Generally during implementation of an innovation, stages 0, 1, and 2 will initially be the most intense. As implementation begins, stage 3, management concerns, becomes more intense, with stages 0, 1, and 2 concerns decreasing in intensity. In time, the impact concerns of stages 4, 5, and 6 become the most intense. As an implementation effort evolves, SoC profiles can be seen to change in a wave pattern (see Figure 4).

Beginning teachers responded to the Stages of Concern Questionnaire in August, December, and May. A composite profile of their concerns is shown in Figure 5. In August, prior to the beginning of school, new teachers had concerns in all areas as is indicated by the relatively "flat" shape of the August profile. At this point, they had very limited experience and were probably unable to anticipate what problems they were likely to encounter.

HYPOTHESIZED DEVELOPMENT OF STAGES OF CONCERN

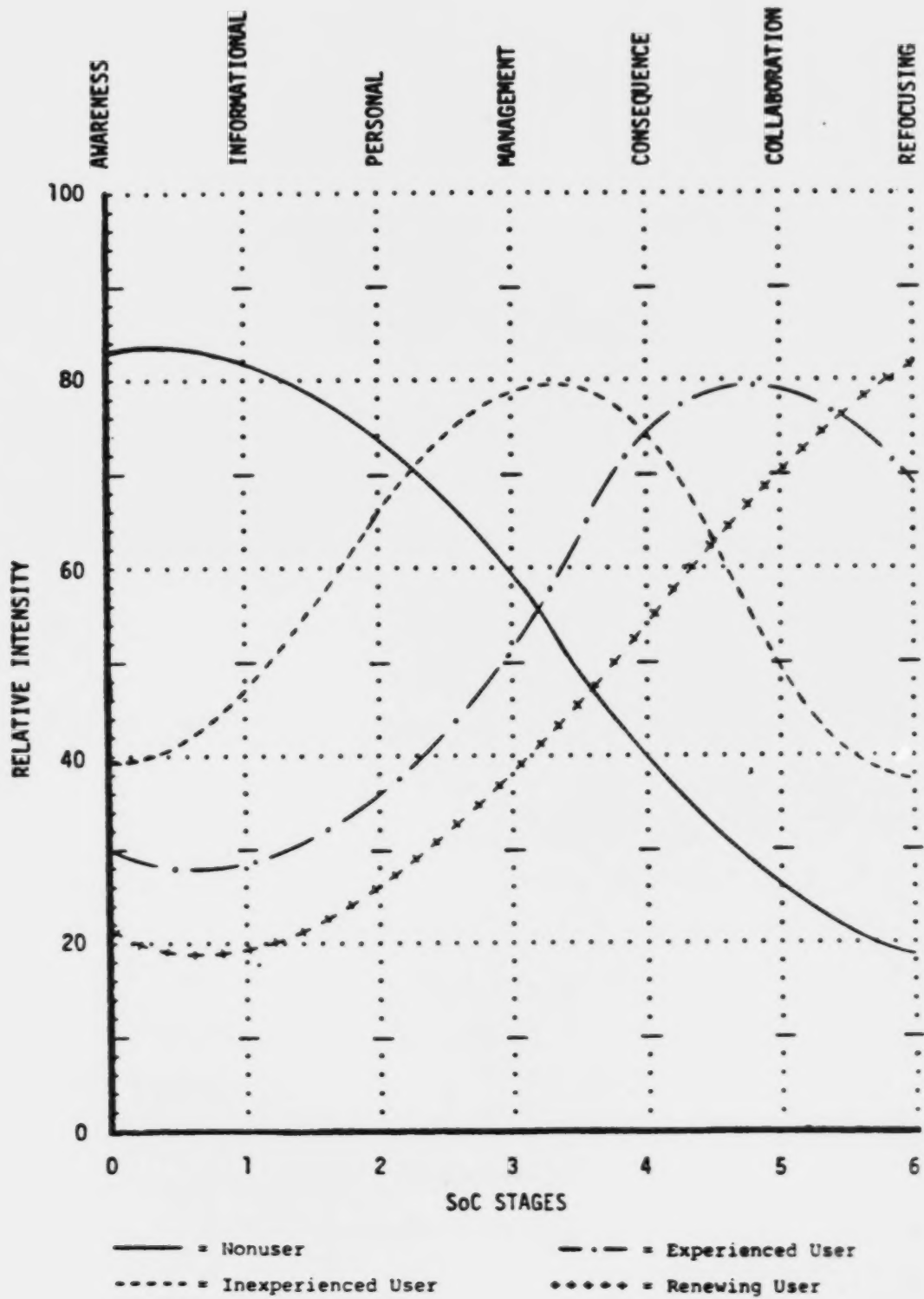


Figure 4.

BEGINNING TEACHER
STAGES OF CONCERN GROUP PROFILES

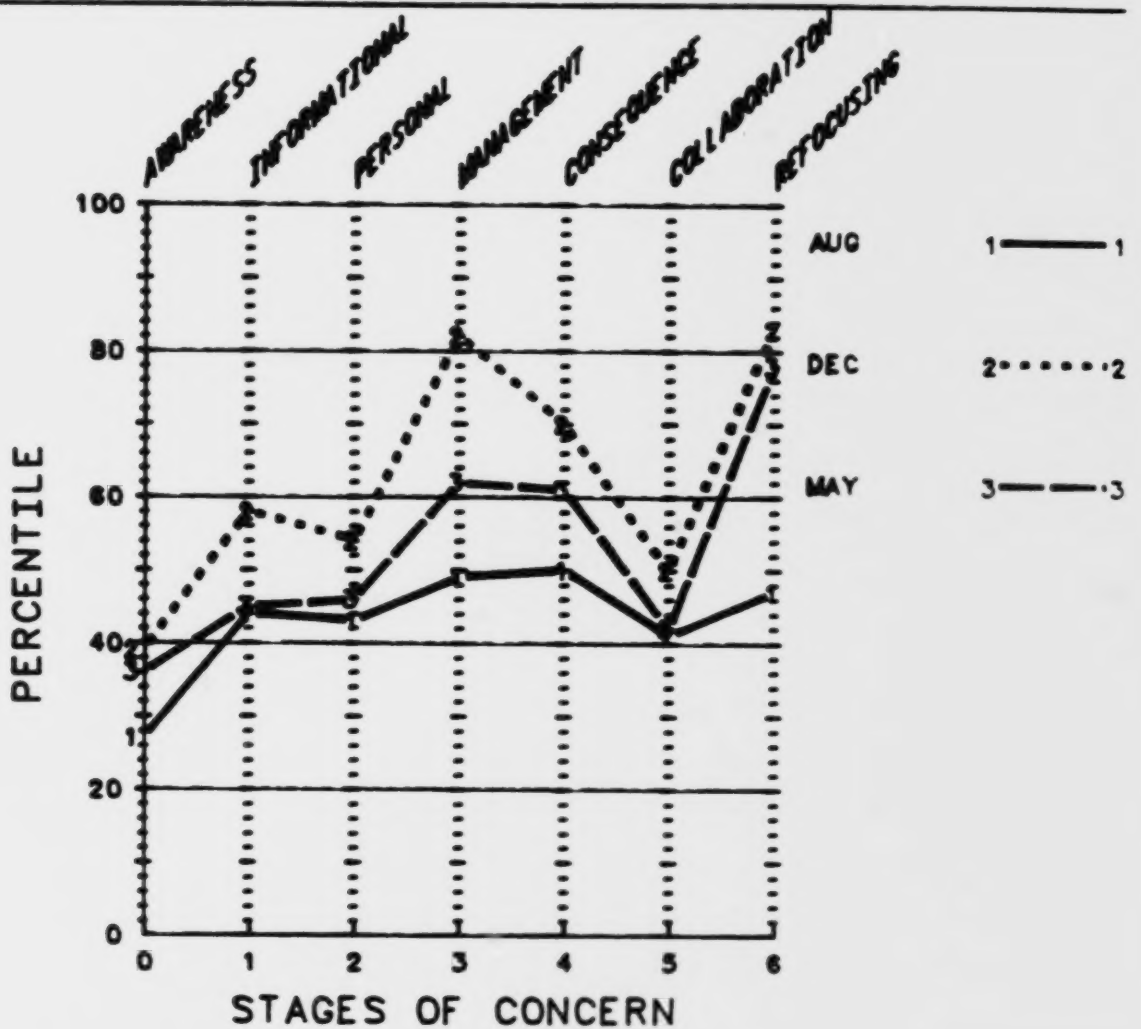


Figure 5.

Thus, they had no intense concerns. Also, the relatively low intensity of Stage 6 (Refocusing) concerns indicates that at this point they did not have ideas about how to change their teaching.

By December, all concerns had intensified especially Stage 3, Management, and Stage 6, Refocusing. Several months of teaching had familiarized the beginning teachers with the many management problems encountered in teaching (reflected by the peak on Stage 3) but had also given them many ideas about how to change their teaching as shown by the "tail up" on Stage 6. There was also a slight peak in Stage 1, Informational, concerns indicating that the beginning teachers now had more questions about and/or wanted more information related to teaching. The December profile is very characteristic of what could be expected of a group of beginning teachers midway through the first year of teaching.

The May profile indicated the same concerns as the December profile, except in lower intensity. This indicates that as the year progressed, the concerns of beginning teachers were continuing but were being resolved somewhat. The strong tail up on Stage 6, Refocusing, concerns continued to indicate that the beginning teachers had many ideas about how to change their teaching. Again, this profile is highly typical of what could be expected of beginning teachers at this stage of their careers.

Support teachers and principals responded to the Change Facilitator SoC Questionnaire (CFSocQ) in August, December and May. A composite profile of their concerns is shown in Figure 6. The August profile has two noticeable peaks on Stage 1, Informational, and Stage 5, Collaboration. Prior to the school year, support teachers were highly concerned about what would be expected of them in this new role. This was also true to a lesser degree of the principals. Support teachers especially were wanting information about

FACILITATORS
STAGES OF CONCERN GROUP PROFILES

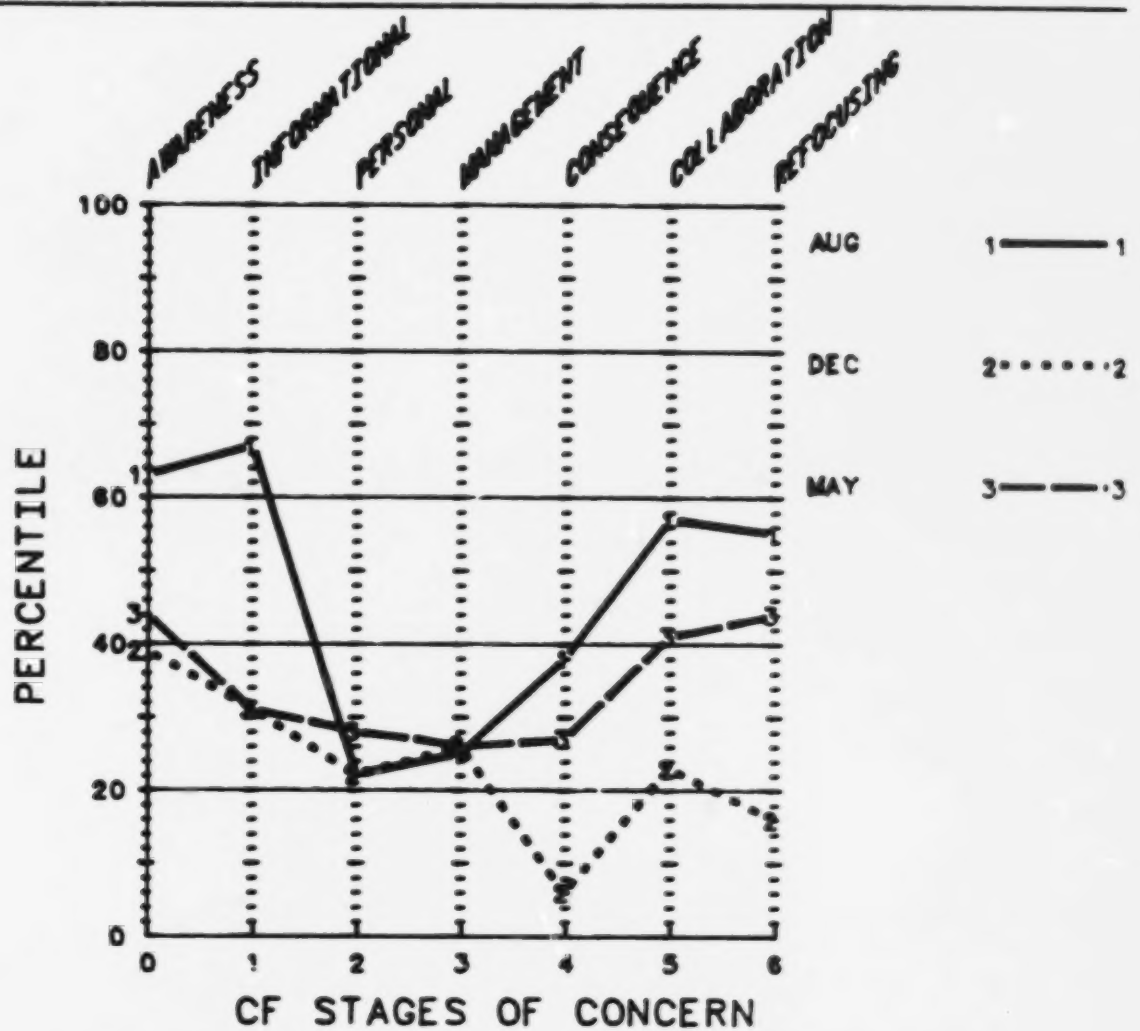


Figure 6.

their role in the MTIP and this accounts for the peak on Stage 1. The peak on Stage 5, Collaboration, indicated that the respondents were interested in working with others in relation to the project. This type of concern could be expected to surface among a group of persons who had volunteered to participate in a project in which they would be assisting beginning teachers.

By December, many of the Informational concerns had been resolved. The December profile has a noticeable lack of intense concerns indicating that at this point in the year working in the MTIP had become somewhat routine for the support teachers and principals. A slight peak on Stage 5, Collaboration, was still present in the December profile continuing to indicate an interest among the facilitators in working with others.

By May concerns had again increased somewhat in intensity, but not to the initial level found in August. This increase might be attributed to the fact that working with the new teachers at the end of the school year was taking additional time and energy on the part of facilitators. Again the relatively high score on Stage 5, Collaboration, indicated a continued interest in working with others. Also, the increase in Stage 6, Refocusing, concerns indicated that the facilitators now had more ideas than before about how to work with beginning teachers.

In the MTIP, the group concerns of both beginning teachers and facilitators were fairly typical and predictable. However, individual concerns profiles indicated a great deal of diversity both in the types of concerns experienced at a given time and the intensity of these concerns. This being the case, it is difficult (and probably unwise) to attempt to predict in advance exactly when and how certain concerns will be experienced by each individual. This situation lends support to the notion that

induction programs should not be totally preplanned, but rather should allow the actual emerging needs of the participants to derive the content, sequence and pace of the program.

Interactions of First-Year Teachers and Support Teachers

In regard to how support teachers and first-year teachers worked together, interactions tended to be much more informal than formal. Support teachers did a great deal of conversing with first-year teachers about their problems and concerns. In this project, support teachers did not do formal observations of the first-year teachers partially because they were provided with no release time in which to participate in such activities. The one formal way that support teachers did provide assistance to first-year teachers was to become involved when they needed help from the administration. Examples of this included one support teacher helping get the first-year teacher in straightening out her schedule at the beginning of the year and another support teacher asking the principal to help a first-year teacher establish discipline in a class that was difficult to manage. Except for this type of formal intervention, support teachers worked informally with first-year teachers.

The informal nature of the relationship of the dyads probably evolved for a couple of reasons. In this project support teachers were provided with a general guideline that they were to provide assistance to their first-year teachers, but were not given a structured role to fulfill. Support teachers were encouraged by the project staff to develop the type of relationship which seemed most appropriate for them and their first-year teachers and to the needs and demands of the situation. Furthermore, the relationship tended to develop informally due to the autonomous nature of the teaching profession. Most teachers expect that other teachers,

including first-year teachers, are entitled to a great deal of autonomy and it is not appropriate to violate this autonomy unless one is first specifically asked for help. The MTIP support teachers acknowledged their responsibility to provide assistance yet were also concerned about the autonomy of their first-year teachers. As one support teacher expressed, "I am reluctant as a teacher to talk to another teacher about what I perceive as a problem in her classroom. Period. No matter what. That's a real ticklish problem with one teacher going into another teacher's room and pointing out a problem." In regard to the point, the research staff concluded that unless support teachers are provided with a clear, specific structure and guidelines and for their role that they will be hesitant to provide direct, focused assistance and will more likely choose to help in more informal ways.

Along the same line as the "autonomy" issue, is the issue related to "trust" between the beginning teacher and the support teacher. Because of the collegial nature of the relationship, first-year teachers come to expect that they can trust their support teachers. Yet support teachers, because of their role, feel a sense of responsibility for what happens in the first-year teachers' classrooms. In the MTIP, when one support teacher consulted an administrator about a problem related to her first-year teacher, the beginning teacher felt like her trust had been violated. This situation in turn had a detrimental influence on the relationship for several months after that. After the incident, the support teacher reported that she felt the new teacher had "put up a shield" between them and subsequently they had difficulty communicating. In order for the support teacher/first-year teacher relationship to function effectively it is

necessary that both the issues of autonomy and trust be balanced in some satisfactory way.

A great deal of diversity was observed in the frequency, substance and quality of the interactions of first-year teacher/support teacher pairs. This diversity appeared to be the result of various logistical, personal, and professional characteristics. Each of two dyads were housed in contiguous classrooms and these two dyads interacted on a daily basis and often several times a day. One of the dyads was a very successful match both personally and professionally. The other dyad experienced some difficulties due in part to a difference in professional ideology. In this pair, the support teacher was a very strict disciplinarian and was highly organized, whereas the first-year teacher wanted her classroom and her teaching to be much less structured. The support teacher commented on this difference, "I'm highly organized; I'm very work-oriented. I have to have my lessons planned a week in advance. I can't walk in in the morning without having everything mapped out. I can't live like that. And she is much more easy going. That's a different style, and when you try to plan together [it causes problems]." When discipline and management problems emerged in the first-year teacher's classroom it was a serious concern for the support teacher. Though the support teacher offered suggestions, the first-year teacher would often disregard them, partially because she was not sure they would work for her and more importantly because she did not want her classroom to be as structured as that of the support teacher.

As a result of this situation, the support teacher employed another approach to working with the first-year teacher and introduced topics of concern in a general way at the regular departmental meetings. This way a number of teachers shared their techniques allowing the first-year teacher

to try an alternative approach based upon what she heard from the other teachers in the department. In spite of their problems, however, this pair of teachers continued to have frequent interactions related to teaching throughout the year, largely due to the fact that they were located in adjoining classrooms.

Teachers comprising the other two dyads in the study were housed in classrooms that were not in close proximity to each other and these two teams had many fewer interactions. In one of these two teams, the first-year teacher would occasionally telephone the support teacher on evenings and weekends and would keep lists of items and questions that she wanted to discuss. The telephone calls occurred more frequently at the beginning of the year and had almost totally ceased by mid-year. In regard to the phone calls, the first-year teacher expressed concern that she was imposing on the support teacher even though the support teacher consistently encouraged her phone calls and questions. This pair also had brief interactions occasionally when they would meet in the office or the hall, but these interactions were typically very short and dealt with only general items (i.e., how is it going?) or specific questions that could be handled briefly.

The fourth dyad had virtually no interactions. While the classrooms of these teachers were not located in close proximity to each other, a number of other factors also contributed to the team's lack of interactions. First, the two teachers did not teach in the same discipline, thus there was limited opportunity to discuss academic content-related issues. Second, the first-year teacher often expressed to project researchers that he had "everything under control" and felt no need for assistance. He apparently did not feel that there was a great deal to gain from working with a support

teacher. The final factor which perhaps had the greatest influence on the relationship was what researchers labeled as a "personality mismatch." The first-year teacher was striving very hard to establish himself as an independent and self-sufficient person while the support teacher had a tendency to want to be nurturing and "mothering." This "mismatch" resulted in the first-year teacher resisting contact with the support teacher and the support teacher eventually becoming frustrated and "giving up." When this situation became clear, project staff made arrangements for the support teacher to assist two other first-year teachers who were not in the formal MTIP study but were participating in a limited way in the project.

To summarize, a number of factors influenced the interactions of first-year teachers and their support teachers. These factors included having classrooms located in close proximity to each other, being assigned to teach common classes in the same discipline, having compatible professional ideologies, and having personality traits that are compatible or at least not in direct conflict with one another.

Research on the MTIP

Effects of the MTIP interventions

The MTIP as a whole appears to have had a positive effect on both the beginning teachers and the support teachers, in varying degrees. Some specific interventions were more meaningful to particular individuals than others, but the overall effect was positive. (See a description of program interventions on pages 7-11). One new teacher reported that, "It's been a great program. Other than student teaching, this program has helped me more than anything." Both support teachers and the principals reported that the beginning teachers were "further down the road by several years" than they would have been without the program. One support teacher thought the

workshops were especially well organized and that they were "the best thing I've done in education in years."

One particular beginning teacher, however, appeared to be generally unaffected by the program. Having had some teaching experience at the college level, he apparently did not feel the need for help and support offered by the program. He did not participate in many of the MTIP activities. For example, he did not attend the classroom management workshop, did not participate in the optional observation and feedback conference, and chose not to go and observe another teacher. This was an unusual and particular case, an outlier from the rest of the group.

Assignment of first-year teachers/support teacher pairs. One support teacher reported that being formally assigned as a support teacher affected her behavior in several ways. "I did an awful lot more worrying. I wouldn't have tried to analyze what's going on as much, and I wouldn't have spent as much time." She was worried about whether she was responsible for her beginning teacher's quality and for what went on in her classroom.

Another support teacher reported that being a support teacher did not differ in any way from what she thought it would be. It met her expectations and she liked the program. She also thought that being a department chair meant that she probably would have behaved in many of the same ways anyway. Later in the year, however, she reported that it sometimes made her uncomfortable to go into another teacher's room and point out things that should be done differently.

Acting in a support teacher role was difficult for the support teacher of the new teacher who felt he needed no help. She usually couldn't find him in the building, and when she did find him, he didn't have time to talk

to her. Some of her needs as a support teacher were able to be met by her helping other new teachers who were not in the study.

Three first-year teachers spoke favorably about the idea of pairing new teachers with a support teacher. One said, "If we have questions we have someone to go to--someone to help us, someone to back us up. If we need materials, there's someone there. Such things are very important." Another teacher concluded, "I think the main thing is just knowing that I can go to her anytime. I don't feel bad about being in the way." Having help from the support teacher helped them not to feel overloaded.

The length of the formal relationship between support teacher/first year teacher is a critical aspect on induction not to be overlooked. One pair mentioned many times that "one semester would be enough" in regards to the formal relationship. They felt like they might be "getting in each other's space" after one semester. An alternative arrangement might have been to make assignments for one semester that would be reviewed at the semester's end and continued or terminated based on the situation and the preferences of the persons involved.

Concerns workshop for support teachers. The support teachers had different reactions to the concerns workshop which was conducted prior to the beginning of the school year. One teacher was extremely enthusiastic about it, and even shared the information with her husband. She said that what she liked about it was being able to "get out of self" and understand what's happening with other people at "the personal level." Another support teacher said some positive things about the workshop, but she had reacted so negatively to the role playing that was included as part of the activities that it seemed that the whole rest of the workshop had been ruined for her.

Classroom Management Workshop. The Classroom Management Workshop was well-received and proved helpful for all of the participants. One support teacher was especially enthusiastic about the workshop and the manual. Throughout the year she remarked on how useful the manual was in her journals and interviews--even the final one. Another support teacher found the classroom management workshop and manual helpful because it provided reinforcement for what she was already doing. She viewed it as a "kind of stamp of approval."

One beginning teacher was initially very concerned about discipline, so for her the workshop was critical. She wrote in her journal, "The Model Teacher workshop (on classroom management) that we had last Friday morning was terrific! My main concern is discipline, and it gave so many helpful points. The booklet is great." Another beginning teacher, however, reported that while the workshop had some good ideas about traffic patterns and room arrangements, she didn't spend extra time looking over the manual because she was afraid that she would find things she needed to be doing but didn't have time to do. She mentioned this fear more than once throughout the year.

Informal support meetings. In September the MTIP staff met informally with the beginning teachers after school in a restaurant. One new teacher reported that, "that was fun. I liked that and it helped--getting to know each other." She also reported that one meeting or interaction of that type was sufficient. Another participant reported that the new teacher support meeting was enjoyable, but she later realized that it wasn't particularly helpful to talk with other new teachers who teach in a different discipline.

Support teachers were also favorable about their September support meeting. They reported that it was helpful to get together with each other,

but that it also helped to further develop their relationship with members of the MTIP staff. On the negative side, they reported that it was difficult to work an after-school meeting into their schedules.

MTIP participants enjoyed having dinner with the participants of the MTIP Satellite conference. One support teacher said she visited with a professor from a New Mexico university during dinner and learned about their mentor teacher arrangement. She wondered if that same arrangement might work in her school district. Another support teacher said that "it was a great benefit" to meet and talk with other educators at the dinner and to exchange ideas. She was deliberating with whether to rearrange her desks into the Madelyn Hunter approved "horseshoe," but liked her own arrangement better. She also struggled with something she had read that contradicted the number of students she'd chosen to put at a table. A conversation she had with a MTIP Satellite participant at dinner helped her to decide that her own way was best for her own purposes.

Seminar on working with low-achieving students. One support teacher reported that her beginning teacher told her she had discovered from this workshop that low-achieving students needed shorter activities and that she was going to try to incorporate that knowledge in the future. The new teacher herself reported that "I got a lot out of it," but she was not specific with the interviewer. Another pair also felt that the workshop was well done. The new teacher thought it was "interesting" and said she attained some good ideas on motivation and discipline, but, like the other new teacher, was not very specific in her responses. Her support teacher, however, felt that while the program was well done, it should have been offered earlier in the year to really be effective. By December, "they're (basic or low-achieving students) so far out of control there's not anything

you can do about it even if you get a good idea at that point." She had covered that topic with her new teacher along the way as the need arose. Another support teacher agreed that the workshop could have come earlier.

Optional observation and follow-up conference. One first-year teacher reported that the observations were most helpful in helping her with pacing. She was unaware of the pace at which she did things, how long it took her to get into lessons, and so on. She said that the observer gave her some suggestions about timing, opening and closing a lesson, and for restating lesson content. Another new teacher also reacted positively to the observations. "It went great. I got a lot of information from that." She reported that she received feedback that she called on boys more than girls and from then on she made a conscious effort to call on both equally. The support teacher of this same new teacher reported that the MTIP observer had some good suggestions for her beginning teacher and talked to her about why she had rules posted that she didn't enforce.

First-year teacher observations of other teachers. One support teacher reported that after her first-year teacher had observed another teacher teaching low-level students she came back with catalogs and ordered new materials for next year. The first-year teacher also reported on her observations of other schools. "What I mainly did was go over different materials, because every school has different materials." She visited during teachers' free periods so she could get them to show her how they use the materials. "I really got a lot out of that." Another new teacher reported that observing others helped her realize that other teachers were not perfect.

Observations focused on managing academic work. In this intervention, which occurred in the late Spring, MTIP staff members observed one class of

each new teacher for three consecutive days and interviewed them on the fourth day to obtain further information on how each was managing academic work. A feedback letter was then sent to new teachers with suggestions and generalizations drawn from the observations along with a copy of a book on managing and organizing the junior high classroom. It was difficult to determine how much effect this particular intervention had on the new teachers. One remembered receiving the letter and book, but stated, "I haven't had much time to look at it." She didn't remember anything about the contents of the letter. Another teacher spoke in general terms saying the feedback was helpful, that she had used some of it, and that she wanted to look at the book in more detail later. Because the letter was a general one and offered as feedback to all of the new teachers as a group, perhaps it didn't have the individual impact as some of the other MTIP interventions.

Factors affecting implementation of the MTIP

As mentioned earlier, support teachers had no additional release time to work with first-year teachers, so they were limited in the amount and types of assistance they could offer/provide. In addition, a number of situational factors throughout the year appeared to have a distracting affect on the teachers. Examples of these types of distractions include:

- a) the school board did not determine the salary schedule until several days into the school year which caused considerable anxiety;
- b) teachers were upset about having to assume hall duty;
- c) teachers were required to provide tutoring for failing students and this created logistical and management difficulties;

- d) teachers were concerned about their own and others' success on the career ladder and the fairness of the decisions in regard to it.

Another factor that affected the implementation of the support teacher component of the program was the fact that by design, the support teachers were not given strict guidelines or directions about the role of the support teacher. It was the intent of the MTIP staff that each teacher develop the role in the manner that worked best for her and her beginning teacher. As expected, support teachers filled their roles in varied and individualistic manners. However, support teachers were uncomfortable with the ambiguity even through they were fulfilling the expectations of the MTIP staff. A better approach on the part of the MTIP staff might have been to explain various configurations that the role might take and give their reasons for wanting to allow teachers flexibility in developing the role in the manner that was most suitable for them.

Another influence on implementation, both positive and negative, was that the researchers were not housed in the school, but 20 miles away. On one hand, the distance was a deterrent to the swiftness of response to problems or needs that occurred. On the other hand, the distance made them less threatening, and being farther away afforded the researchers the extra credibility that often accompanies being external to the system.

In addition, the principals were not as directly or as heavily involved in the program as the MTIP staff had initially hoped they would be. Instead of attending the workshops and other sessions, it was necessary for the principals to go about the business of opening school. The opening of the brand new school affected implementation in that building, also, in that things were more hectic and disorganized than they might ordinarily have been. The building was still under construction, and equipment was not in

place. Consequently, in this school the implementation of the program may have been assigned a lower priority than it would have been had the school not been in its first year of operation.

Lastly, it is important to acknowledge that, comparatively speaking, the MTIP schools were positive situations in which to teach. A program such as the MTIP can be fairly easily implemented in a supportive context, whereas in a more difficult setting there would be many more competing demands.

Needs/concerns not addressed by the MTIP

On the whole, the participants were pleased with the ways in which their needs were met and happy with the well-rounded program. However, there were some specific instances wherein individuals' needs or concerns were not addressed. Both the teachers and the MTIP staff were able to generate some specific ideas for improvements in the program.

It was clear throughout the study that the MTIP did not provide one particular new teacher with enough support in dealing with the discipline and classroom management problems that she was having. The new teacher did attain additional help from the principal and the assistant principal, but while the MTIP can help teachers who are having average or moderate classroom management problems, it is not designed for the teacher who is in an extreme situation.

In another school a new teacher was having problems on a daily basis, primarily relating to content, though sometimes experiencing difficulty with discipline and management. She was assigned to teach a class different from what her academic preparation had been, and therefore, everyday was a struggle for her. Again, the MTIP was not a sufficiently powerful enough

intervention as it was not designed to address serious deficiencies in academic preparation.

As mentioned earlier, support teachers felt the need to have their role more structured and clearly defined. One support teacher repeatedly mentioned that all through the study she had problems figuring out "exactly how far to go." Similarly, another support teacher discussed in her final interview that as a result of her experiences as a support teacher, she would be much more direct in her future work with beginning teachers. Support teachers also mentioned a need for more information regarding the extent of their responsibility/accountability for the performance of their assigned new teacher.

Additionally, one support teacher suggested that it might have been helpful to provide an activity to help new teachers understand what to expect from administrative evaluations. A debriefing/final workshop to process the first semester or first year and examine future goals was also suggested.

What Was Learned from the MTIP Satellite Effort

Our experiences with the MTIP Satellite Network of educators interested in induction have been enlightening. First, we have discovered there is much more activity in the area of teacher induction occurring in this country than the literature suggests. Of course, many of the persons designing and implementing induction programs are practitioners based in school districts and education service agencies; these persons often do not tend to write about and publish their work. In addition, there is a great deal of interest in the topic of teacher induction and in collaboration among institutions. The initial response we received at the time the MTIP Satellite Network was proposed proved much greater than we anticipated.

Since that time, we have received numerous inquiries from persons in varied types of organizations and institutions who want to become involved in the sharing of information on induction. A number of presentations about the MTIP and the MTIP Satellite Network have been made at professional conferences including the National Staff Development Council, the Association of Teacher Educators, and the American Association of Colleges of Teacher Education. Almost all of the sessions were surprisingly well-attended both by persons already involved in induction programs and by those who are exploring ways to become involved. Each presentation has resulted in persons asking that their name be added to our MTIP newsletter mailing list, and as a result the list has grown to include approximately 175 persons. In sum, it appears that teacher induction is a critical issue in education today and that the MTIP research has offered a valuable resource to many persons who are initiating induction programs.

It is also clear from the input of the MTIP Satellite Network that induction is not the sole domain of any one type of educational organization. School districts, colleges and universities (public and private), state departments of education, intermediate education service agencies, and professional organizations are all concerned about and experimenting with induction programs, often in collaboration.

The variety of teacher induction programs represented in the MTIP Satellite Network is also impressive and leads us to the conclusion that there may be no single best type of induction program. There do appear to be components that are common to many induction programs such as the involvement of a support/peer/mentor teacher, observations of the first-year teacher's classroom teaching, and informal support sessions for problem-solving. Some programs stress assistance whereas others focus more on

assessment. Some programs continue into the teachers' second and third year of teaching. We are seeing programs that are very different from each other, yet it appears that these different programs are addressing the needs of the beginning teachers they serve. It is also clear from what is reported by the network participants that induction programs do not necessarily have to be enormously expensive. Many of the participating institutions are operating on very small budgets yet are managing to provide a substantial amount of support for beginning teachers.

Implications and Recommendations

The Model Teacher Induction Project was an effort to demonstrate and study induction practices suggested by research. The project was conducted in two middle schools in a suburban district of middle to upper socioeconomic status. Participants in the project were four first-year teachers, four support teachers and two principals. The MTIP study primarily focused on participants in the project, their practice, and the effects of project interventions.

Because of the small sample size, it is not possible to generalize study findings. However, from the findings of this study and the experiences of project staff working in the MTIP a number of implications and recommendations can be formulated.

1) First year of teaching is not necessarily as traumatic as current literature tends to indicate. From their experiences working in the MTIP, project staff are beginning to reshape their thinking about the trauma of the first-year teaching experience. Certainly the literature is full of references to the traumatic first year, and most researchers and practitioners tend to discuss the induction process as being one that is traumatic for beginning teachers. Despite our small sample of first-year

teachers and despite evidence of a fair amount of trauma and discomfort among some of them, there have also been instances of a smooth transition into first-year teaching among others in our project. To a great degree, the trauma appears to be directly related to the teaching assignment given to the first-year teacher (see item #2 on following page). Perhaps the "traumatic first-year" theme has been overplayed and consequently to structure an induction program around the expectation that the first year of teaching will necessarily be traumatic for all beginning teachers may not only be inaccurate but may also be a disservice to those we attempt to assist.

2) Placement of first-year teachers may well be the most influential variable in first-year teaching success. Which classes a first-year teacher is assigned to teach will be extremely influential in how successful a year that teacher is likely to have. The first-year teacher in the MTIP who had the most difficulty was the one who had the most difficult teaching assignment both because not only were the students low-achievers, but also her academic background had not prepared her to teach the specific subject to which she was assigned. In comparison to other first-year teachers in the project, the teacher in the difficult assignment appeared weak. MTIP staff speculate that had this teacher been placed in a "less difficult" assignment or that the other first-year teachers had been placed in a similarly difficult assignment, that the resulting experiences may well have appeared quite different. The interventions supplied in the MTIP were not sufficiently powerful enough to resolve the types of problems beginning teachers will experience in a difficult teaching assignment.

There is no reason to believe that an induction program can ever be developed which will enable the novice teacher to function effectively in a

setting that would challenge the abilities of the seasoned veteran. Various factors contribute to making a teaching assignment difficult. Among these are overloads--too many different preparations; misplacements--a teacher placed out of his/her field or discipline; classes with a predominance of low-achieving students or students who are especially difficult to motivate; or classes with extreme diversity in ability levels. Rather than trying to design more elaborate and more powerful induction programs for beginning teachers, perhaps the energy and resources would be better spent in trying to place beginning teachers in teaching settings in which they are more likely to succeed. If beginning teachers are to be assigned to less difficult teaching situations, it will require that experienced teachers be placed in the more challenging assignments. This will require that administrators be willing to make assignments based on the experience and ability of teachers to deal effectively with specific classes. Too often in the past, the "best" classes are given to those teachers with the most seniority and the most difficult classes are assigned to beginning teachers, those who are least prepared to deal with them. One possible solution to this dilemma is to allow experienced teachers to move up the career ladder by teaching in the more difficult assignments. If this were the case, the most skillful teachers would be serving in the most difficult assignments and would be paid the highest salaries for the most difficult work.

Also, if administrators are committed to placing beginning teachers in assignments in which they are likely to succeed they must then look beyond the general academic discipline and give those teachers who have the specific preparation to teach the classes to which they will be assigned. For example, a language arts major may not be the best candidate to teach remedial reading just as a biology major may not be especially strong in

earth science. Clearly it will not always be possible to match the backgrounds of beginning teachers with the classes they teach nor will it always be possible to assign quality experienced teachers to the more difficult teaching assignments. However, to move toward this goal is probably a step in the right direction and certainly a deviation from the current norms which operate in most schools today.

3) The assignment of an appropriate support teacher is likely to be the most powerful and cost-effective intervention in an induction program. A support teacher who is formally assigned to assist a first-year teacher can contribute greatly to the beginning teacher's success in the first year. Most of the beginning teachers in the MTIP reported that having a support teacher was the single most helpful aspect of the program because it gave them someone to turn to on a daily basis as problems arose. This on-going arrangement is likely to be much more effective in assisting the novice teacher entering the profession than any number of workshops, classes or seminars. However, a number of factors can greatly contribute to the success of this arrangement. These factors include:

a) selecting a highly competent experienced teacher who is willing to serve as a support teacher--it is important that the beginning teacher be provided with an appropriate role model and that the support teacher be willing to devote the time required to serve in this special role.

b) both teachers teaching in the same discipline with one or more common preparations--this facilitates the teachers in discussing firsthand such matters as actual course content, instructional activities, sequencing and pacing. It allows the beginning teacher to ask such specific questions as "What are you going to do in class after

the test tomorrow?", "How are you going to introduce fact and opinion?", etc.

c) having the teachers' classrooms located in close proximity to each other--this greatly increases the frequency of contact between teachers. In both cases in the MTIP where the teachers' classrooms were in different parts of the school building, communication was greatly hindered.

d) having a common planning period, if possible--this allows the teachers additional opportunity to work together during the school day and helps alleviate some of the time pressure that results when teachers must resort to utilizing evenings and weekends in order to work together.

e) pairing teachers with compatible professional ideologies--many teachers share common or compatible ideologies about teaching and can work well together. Occasionally, teachers will have such extreme differences that it is difficult for them to work together. An example of such a situation is where one teacher prefers a very strict and rigid classroom and the other is inclined toward a much more flexible and less structured environment. A problem is likely to arise when the beginning teacher does not want to teach like the support teacher and therefore discounts or disregards his/her suggestions.

f) pairing teachers with compatible personalities--as in the previous point, the personalities of the vast majority of teachers will be compatible. However, in some instances, when extreme differences in personalities exist, the pairing of certain teachers will be problematic.

Again, it is obvious that it will not always be possible to employ all of these criteria when pairing beginning teachers and support teachers. However, to whatever degree these factors can be incorporated when making assignments, success of the arrangement is likely to be facilitated.

4) Flexibility should be maintained in determining the length of the formal first-year teacher/support teacher arrangement. Some beginning teachers will need more support for a longer period of time than others. Also, regardless of how carefully selection and pairing decisions are made, occasionally the arrangement will not work out as planned. For these reasons, flexibility should be maintained in determining the length of the formal first-year teacher/support teacher arrangement. A reasonable approach to this situation is to structure the initial arrangement to last for one semester and to be reviewed at the end of this time with the understanding that one of these options will be exercised. One option is to continue the arrangement as is for a second semester. A second option is to terminate the arrangement. This option would be appropriate in cases where the beginning teacher is functioning well and does not feel that he/she needs the continued assistance of the support teacher. A third option would be to assign the beginning teacher to a different support teacher. This could be advantageous if the initial arrangement is not working well or if there is reason to want the beginning teacher to be exposed to the different perspective that would be offered by a different experienced teacher.

5) Induction programs should be structured flexibly enough to accommodate the emerging needs of participants. Each person will experience their involvement in an induction program in a personal way. For example, while the needs of beginning teachers as a group are fairly predictable, it is difficult to determine in advance exactly when or how these needs will be

experienced by each individual. Some beginning teachers will experience more trauma than others. Some support teacher/first-year teacher pairs will work well together while others, for a variety of reasons, may be less functional. A prepackaged, "canned" program determined in advance will not be flexible enough to meet the variety of needs that are likely to emerge. For all of these reasons it is important to closely monitor the specific emerging needs and concerns of participants and to select appropriate interventions accordingly. By anticipating this need in advance it is possible to build in periodic assessments of the program and to plan at various points in the year to make adjustments in the types and amounts of assistance provided.

6) An induction program cannot only address and resolve concerns of beginning teachers, but can also arouse positive concerns that have not yet fully developed. As could be predicted, the personal and management concerns of the first-year teachers in our project were decreasing in intensity toward the end of the first semester. At this point, we chose to begin incorporating interventions that dealt with the organization of academic tasks even though first-year teachers were not explicitly requesting assistance in this area. Some of these interventions included a workshop on adapting instruction for basic students, an opportunity to be observed and receive feedback on their teaching, and the opportunity to observe another teacher. It was our impression that while focusing on academic tasks was not an expressed need, the first-year teachers were at a point where they could begin to think more about the content and organization of their teaching.

This report has presented findings, implications and recommendations drawn from a small descriptive study of the teacher induction process. This

study has provided the field with new insights into induction practices and particularly into the dynamics of the support teacher component of an induction program. It is hoped that the overall report and its specific aspects will be used by researchers and practitioners as we continue to work toward more effective induction practices and improved ways of helping beginning teachers enter the teaching profession.

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APPENDICES

APPENDIX A

Concerns Questionnaire

Name _____ SS # _____

The purpose of this questionnaire is to determine what you are thinking about regarding your role as a teacher. The items were developed from typical responses of persons who ranged from no knowledge at all with various programs to many years experience. Therefore, many items may be irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.	0 1 2 3 4 5 6 ⑦
This statement is somewhat true of me now.	0 1 2 3 ④ 5 6 7
This statement is not at all true of me at this time.	0 ① 2 3 4 5 6 7
This statement is irrelevant to me.	① 0 1 2 3 4 5 6 7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with teaching. We do not hold to any one definition of teaching, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with teaching.

Thank you for taking time to complete this task.

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	0	1	2	3	4	5	6	7
	Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	
1. I am concerned about students' attitudes toward my teaching.	0	1	2	3	4	5	6	7
2. I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3. I don't even know what teaching is.	0	1	2	3	4	5	6	7
4. I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5. I would like to help other faculty in their teaching.	0	1	2	3	4	5	6	7
6. I have a very limited knowledge about teaching.	0	1	2	3	4	5	6	7
7. I would like to know the effect of being a teacher on my professional status.	0	1	2	3	4	5	6	7
8. I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9. I am concerned about revising my teaching.	0	1	2	3	4	5	6	7
10. I would like to develop working relationships with both our faculty and outside faculty related to teaching.	0	1	2	3	4	5	6	7
11. I am concerned about how my teaching affects students.	0	1	2	3	4	5	6	7
12. I am not concerned about teaching.	0	1	2	3	4	5	6	7
13. I would like to know who will make the decisions related to my teaching.	0	1	2	3	4	5	6	7
14. I would like to discuss the possibility of becoming a teacher.	0	1	2	3	4	5	6	7
15. I would like to know what resources are available for teachers.	0	1	2	3	4	5	6	7
16. I am concerned about my inability to manage all that teaching requires.	0	1	2	3	4	5	6	7
17. I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7
18. I would like to familiarize other departments or persons with the progress of my teaching.	0	1	2	3	4	5	6	7

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	0	1	2	3	4	5	6	7
	Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	
19. I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20. I would like to revise my teaching's instructional approach.	0	1	2	3	4	5	6	7
21. I am completely occupied with other things.	0	1	2	3	4	5	6	7
22. I would like to modify my teaching based on the experiences of our students.	0	1	2	3	4	5	6	7
23. Although I don't know about teaching, I am concerned about things in the area.	0	1	2	3	4	5	6	7
24. I would like to excite my students about their part in my teaching.	0	1	2	3	4	5	6	7
25. I am concerned about time spent working with nonacademic problems related to teaching.	0	1	2	3	4	5	6	7
26. I would like to know what my teaching will require in the immediate future.	0	1	2	3	4	5	6	7
27. I would like to coordinate my efforts with others to maximize the effects of my teaching.	0	1	2	3	4	5	6	7
28. I would like to have more information on time and energy commitments required by teaching.	0	1	2	3	4	5	6	7
29. I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7
30. At this time, I am not interested in learning about teaching.	0	1	2	3	4	5	6	7
31. I would like to determine how to supplement or enhance my teaching.	0	1	2	3	4	5	6	7
32. I would like to use feedback from students to change my teaching.	0	1	2	3	4	5	6	7
33. I would like to know how my role will change when I am a teacher.	0	1	2	3	4	5	6	7
34. Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35. I would like to know how the potential for my teaching is better than what we have now.	0	1	2	3	4	5	6	7

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PLEASE COMPLETE THE FOLLOWING:

WHEN YOU THINK ABOUT TEACHING, WHAT ARE YOU CONCERNED ABOUT? (Do Not Say What You Think Others are Concerned About, But Only What Concerns You Now.) Please Write in Complete Sentences, and Please Be Frank.

1)

Do not write
in this space.

2)

3)

Please place a check by the statement that concerns you most.

APPENDIX B

Concerns Questionnaire

Name _____

The purpose of this questionnaire is to determine what you are thinking about regarding your role related to the induction of beginning teachers. The induction process is generally considered to begin with the introduction of new staff members into the school system and continue until the staff member is well oriented to his/her position. Because the questionnaire attempts to include statements that are appropriate for widely diverse roles, there will be items that appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.	0 1 2 3 4 5 6 7
This statement is somewhat true of me now.	0 1 2 3 4 5 6 7
This statement is not at all true of me at this time.	0 1 2 3 4 5 6 7
This statement is irrelevant to me.	0 1 2 3 4 5 6 7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with facilitating the induction of beginning teachers. We do not hold to any one definition of what the induction process involves, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement as a facilitator of the induction of beginning teachers.

Thank you for taking time to complete this task. Please feel free to write any comments, reactions, or questions you may have about the items on the questionnaire. Also, use the last page to express any additional concerns you have about the innovation or this questionnaire.

	0	1	2	3	4	5	6	7
	Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	
1. I would like more information about the purpose of this beginning teacher induction program.	0	1	2	3	4	5	6	7
2. I am more concerned about facilitating use of another innovation/program.	0	1	2	3	4	5	6	7
3. I would like to develop working relationships with administrators and other change facilitators to better facilitate the induction of beginning teachers.	0	1	2	3	4	5	6	7
4. I am concerned because the demands of facilitating the induction of beginning teachers takes so much time.	0	1	2	3	4	5	6	7
5. I am not concerned about facilitating the induction of beginning teachers at this time.	0	1	2	3	4	5	6	7
6. I am concerned about how my facilitation affects the attitudes of beginning teachers.	0	1	2	3	4	5	6	7
7. I would like to know more about facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
8. I am concerned about criticism of my work with this program.	0	1	2	3	4	5	6	7
9. Working with administrators and other change facilitators in improving the induction of beginning teachers is important to me.	0	1	2	3	4	5	6	7
10. I am preoccupied with things other than facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
11. I wonder whether my facilitating the induction of beginning teachers will help or hurt my relations with my colleagues.	0	1	2	3	4	5	6	7
12. I need more information about and understanding of how to facilitate the induction of beginning teachers.	0	1	2	3	4	5	6	7
13. I am thinking that our current induction of beginning teachers could be modified or replaced with a more effective program.	0	1	2	3	4	5	6	7
14. I am concerned about facilitating the induction of beginning teachers in view of limited resources.	0	1	2	3	4	5	6	7
15. I would like to coordinate my efforts with other change facilitators.	0	1	2	3	4	5	6	7

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	0	1	2	3	4	5	6	7
	Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	
16. I would like to know what resources are necessary to facilitate the induction of beginning teachers.	0	1	2	3	4	5	6	7
17. I want to know what priority my superiors want me to give to facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
18. I would like to excite those directly involved in facilitating the induction of beginning teachers about their part in it.	0	1	2	3	4	5	6	7
19. I am considering use of another innovation or program that would be better than the current induction program.	0	1	2	3	4	5	6	7
20. I would like to help others in facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
21. I would like to determine how to enhance my facilitation of the induction of beginning teachers.	0	1	2	3	4	5	6	7
22. I spend little time thinking about facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
23. I see a potential conflict between facilitating the induction of beginning teachers and overloading staff.	0	1	2	3	4	5	6	7
24. I am concerned about being held responsible for facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
25. Currently, other priorities prevent me from focusing my attention on facilitating the induction of beginning teachers.	0	1	2	3	4	5	6	7
26. I know of another program that I would like to see used in place of the current induction program.	0	1	2	3	4	5	6	7
27. I am concerned about how my facilitating the induction of beginning teachers affects those directly involved.	0	1	2	3	4	5	6	7
28. Communication and problem-solving relative to facilitating the induction of beginning teachers take too much time.	0	1	2	3	4	5	6	7
29. I wonder who will get the credit for implementing the beginning teacher induction program.	0	1	2	3	4	5	6	7

	0	1	2	3	4	5	6	7
	Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	
30.	I would like to know where I can learn more about facilitating the induction of beginning teachers.					0	1	2 3 4 5 6 7
31.	I would like to modify my mode of facilitating the induction of beginning teachers based on the experiences of the beginning teachers involved.					0	1	2 3 4 5 6 7
32.	I have alternate programs in mind that I think would better serve the needs of our situation.					0	1	2 3 4 5 6 7
33.	I would like to familiarize other departments or persons with the progress and process of facilitating the induction of beginning teachers.					0	1	2 3 4 5 6 7
34.	I am concerned about finding and allocating time needed for facilitating the induction of beginning teachers.					0	1	2 3 4 5 6 7
35.	I have information about another innovation or program that I think would produce better results than the one we are presently using.					0	1	2 3 4 5 6 7

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PLEASE COMPLETE THE FOLLOWING:

WHEN YOU THINK ABOUT FACILITATING THE INDUCTION OF BEGINNING TEACHERS, WHAT ARE YOU CONCERNED ABOUT? (Do not say what you think others are concerned about, but only what concerns you now.) Please write in complete sentences, and please be frank.

1)

Do not
write in
this space

2)

3)

Please place a check by the statement that concerns you most.

APPENDIX C

MTIP GUIDELINES FOR JOURNALS

Dear Beginning Teacher:

The purpose of this journal is to provide a record of your experiences as a beginning teacher. As a guide for you, we have provided some focusing questions. You need not answer each of these questions in every entry, however, we would like you to consider them each time you write in the journal. Add additional information at your discretion.

1. Describe your discussions, conferences, and other contacts with the support teacher. a) Where did they occur? b) When? c) What was discussed? d) Who initiated the contact?
2. Describe inservice activities you attended which related to induction of new teachers. Reflect on the positives and negatives of those activities. Include activities sponsored by the Model Teacher Induction Project in those reflections.
3. Describe needs or concerns that the support teacher has shared with you.
4. Describe your own needs or concerns as a beginning teacher.

Plan to record an entry in this journal daily through the inservice prior to school and the first two weeks of school. Then, beginning October, and continuing each month for the school year, make daily entries during the first full week of the month. In other words, you will have entries for

October 1-5	January 7-11	April 1-5
November 5-9	February 4-8	May 6-10
December 3-7	March 4-8	

We have provided you with approximately one page per daily entry. Feel free to write more; we will supply more paper. In answering the focusing questions, you may wish to simply address each by number, to compose a "story," or some other alternative. We are interested in the information you share with us, rather than in the form you choose.

At the end of each week of entries, please return the journal pages to the Center in the stamped, self-addressed envelopes provided. The following schedule is meant as a reminder:

August 17	October 5	January 11	April 5
August 24	November 9	February 8	May 10
August 31	December 7	March 8	

If you have questions about journals, please call Susan Barnes at 471-7522.

MTIP GUIDELINES FOR JOURNALS

Dear Support Teacher:

The purpose of this journal is to provide a record of your experiences as a support teacher. As a guide for you, we have provided some focusing questions. You need not answer each of these questions in every entry, however, we would like you to consider them each time you write in the journal. Add additional information at your discretion.

1. Describe your discussions, conferences, and other contacts with the beginning teacher. a) Where did they occur? b) When? c) What was discussed? d) Who initiated the contact?
2. Describe inservice activities you attended which related to induction of new teachers. Reflect on the positives and negatives of those activities. Include activities sponsored by the Model Teacher Induction Project in those reflections.
3. Describe needs or concerns that the new teacher has shared with you.
4. Describe your own needs or concerns as a support teacher.

Plan to record an entry in this journal daily through the inservice prior to school and the first two weeks of school. Then, beginning October, and continuing each month for the school year, make daily entries during the first full week of the month. In other words, you will have entries for

October 1-5	January 7-11	April 1-5
November 5-9	February 4-8	May 6-10
December 3-7	March 4-8	

We have provided you with approximately one page per daily entry. Feel free to write more; we will supply more paper. In answering the focusing questions, you may wish to simply address each by number, to compose a "story," or some other alternative. We are interested in the information you share with us, rather than in the form you choose.

At the end of each week of entries, please return the journal pages to the Center in the stamped, self-addressed envelopes provided. The following schedule is meant as a reminder:

August 17	October 5	January 11	April 5
August 24	November 9	February 8	May 10
August 31	December 7	March 8	

If you have questions about journals, please call Susan Barnes at 471-7522.

BEFORE YOU BEGIN:

1. You will find your I.D. number beside your name on the outside of this notebook. Please use that number to identify your journal entries.
2. If you have never used double carbon paper please be aware that the pressure from your pen may copy on to three or four pages. To avoid this, simply insert the provided cardboard page behind what should be your carbon copy.
3. If you receive these materials after your job responsibilities have begun, please try to recall as many events as possible and record the details in your first few entries.
4. If you need additional materials or have questions about the journal or study, please call Susan Barnes or Sara Edwards at 471-7522.

APPENDIX D

(Selected Examples of MTIP Interviews)

New Teacher Interview 2

August 21, 1984

1. Monday was your first day of teaching. How did it go?
 - a. What was your impression of the students? Are they like you expected them to be?
 - b. What did you know about the students before they came into your classroom for the first day of school?
 - c. How did you become aware of this information?
 - d. What is your impression of the school principal, faculty?
 - e. What did you like best about your first days?
 - f. Describe any problems that have occurred.
2. How did you plan and prepare for your first day of teaching?
 - a. What were your plans for managing student behavior? How did they go? After having experienced the first days, would you now change your plans? If so how? If not, why not? (If informant had no plans for behavior management, ask: What do you plan to do when students misbehave?)
(Ask for copies of rules and procedures if distributed)

- b. What were your plans for academic instruction? How did they go? After having experienced the first days, would you now change your plans? If so, how? If not, why not?
 - c. Did you discuss your plans with anyone? If so, who and why did you chose to do so?
 - d. Other than your discussion with _____, did you turn to anyone for help while planning? If so, who and why?
- 3. How did your professional training (i.e., your undergraduate training program) prepare you for your first days of teaching?
 - a. What specific courses proved to be especially helpful?
(Probe for contributions of student teaching.)
 - b. Do you have suggestions for improving preservice training, especially in regard to beginning of school?
- 4. You participated in "teacher-meetings" prior to the opening day of school. How did these meetings prepare you for your first day(s) of teaching? What specific ideas or resources have you adopted from those meetings? (Probe for contributions of MTIP workshop, strengths, suggestions for improvement.)
- 5. In the first interview we asked you to describe the curriculum for your subject and grade level. What can you add to that description?

6. Are there school-wide student behavior requirements for (school)? If so, please describe them. What are the consequences?
7. How did you become aware of these behavior requirements and the consequences? In addition to what we have already discussed, what instructions, directions, or help have you received?
8. Now that school has started, are there aspects of your responsibilities about which you would like more information or more training?
9. Is there any information you would like to add to this interview?

Thank you for your help.

Support Teacher Interview #3

(December 10-14)

Introduction

The last interview we had with you was after the second week of school. The interview today is for the same general purposes as our first two interviews. We want to find out what your perceptions and concerns are, as a support teacher working with a first-year teacher. Also, we want to continue to learn more about the first year of teaching.

Questions

1. In the first two interviews you told us about your school, the curriculum you teach and the classroom rules and procedures. What changes have occurred since then?
 - a. Have you made any changes in how you teach, such as planning, content, grading, etc.?
 - b. Have the students changed? If so, in what ways?

Probe for specific changes in:

 - 1) Student behavior--Are any classes or individuals behaving better or worse than they did at the beginning of the year? Describe these changes.
 - 2) Student learning--Are students (individuals or classes) progressing faster or slower than you originally thought they would at the beginning of the year? Describe these changes.
 - c. Has the school-at-large changed?

Probe for changes in:

 - 1) Faculty and/or student morale
 - 2) Facilities
 - 3) Administrative rules or procedures
2. What contacts have you had with the first-year teacher since the first week of school? How open has the first-year teacher been to assistance?
3.
 - a) What do you find to be the most helpful ways to assist the first-year teacher? (Ask for specific examples.)
 - b) Have you used the support teacher booklet that was given to you at the September support teacher session? If so, in what way? How helpful was it?

4. How much extra time and energy has being a support teacher taken? How realistic are these time and energy demands? What additional assistance do you believe could be helpful, if you had the time?
5. Would you like more information or training about any aspects of your responsibilities as a support teacher? If so, please describe them.
6.
 - a) Has the first-year teacher mentioned any concerns or needs in the past month that could be addressed by the Model Teacher Induction Program?
 - b) Have you noticed any areas where the first-year teachers could benefit from additional information, resources or training?
7. In general, how would you assess the overall success of your first-year teacher's initial semester?
8. As you think ahead to the rest of the school year, what more might the Model Teacher Induction Program do to help support teachers and first-year teachers?

PRINCIPAL INTERVIEW #2
(April 15-19)

1. What contacts have you and your assistant principal had with (#2, #3, #4, or #1, #5, #6) this year? What contacts were primarily of an "assistance" nature? What contacts were of an "assessment" nature?
2. How would you assess the overall success of each of the first year teachers in the project this year? To what do you attribute that level of success?
3. Ideally, what role should the principal play in the induction of new teachers? What factors inhibit or prevent the principal filling this role?
4. Did you notice any differences in the induction of (#2, #3, #4, or #1, #5, #6) as compared to first year teachers not in the program or to first year teachers of previous years? If so, to what do you attribute the differences?
5. What factors do you believe to be important in getting the school year off to a good start for the first year teacher?
6. Specifically, what things might a principal or assistant principal do to help beginning teachers
 - a) before school starts?
 - b) through opening of school workshops?
 - c) in the first few weeks of school?
 - d) at other points in the year?
7. If you were going to give advice to other principals about working with first year teachers, what would you tell them?
8. Give your impressions of how (#2 & #22, #3 & #23, #4 & #24) (#1 & #21, #5 & #21) worked together as a support teacher-first year teacher pair. What factors contributed to how each pair functioned?
9. What factors will you consider in the future when you select support teachers for first year teachers?
10. What needs do beginning teachers have that have not been addressed by you or by the MTIP?
11. What more would you have liked to do, or to have delegated to your assistant principal to do, that may have facilitated the functioning of first year-support teacher pairs?
12. Are there any other thoughts or ideas that you have related to teacher induction that you would like to share at this time?

Final Interview: First Year Teacher

(May 13-17)

Begin with: Because this is our final interview, there are a lot of questions on it, so I will be moving through them fairly fast.

1. Last week you received a letter (and the book, Classroom Management for Secondary Teachers) from the Center staff that followed up classroom observations made in late March.

What were of your impressions of that feedback? (Probe to find out if the letter prompted any reflection or action.)

2. Do you have any needs or concerns related to how to conclude the school-year? If so, what types of assistance would be helpful?
3. Now that the year is nearly over, you have assigned grades several times. We're interested in your thoughts about student evaluation.
 - a. First, could you describe how you determine student grades? (Probe for weight or percentage given to tests, HW, projects, daily classwork, attitude, participation, etc.)?
 - b. Do you use the same system in all your classes? If not, what are the differences and why?
 - c. Do you make adjustments or give special consideration for certain students?
 - d. Are you satisfied with your evaluation system? Do you plan any changes?
 - e. What is your personal view about student evaluation? That is, what should it accomplish?
4.
 - a. In what ways has teaching been similar to or different from what you expected?
 - b. What do you think you do best as a teacher?
 - c. What aspects have been most difficult for you as a teacher?
5.
 - a. What are your future plans related to teaching? (i.e., Do you plan to continue teaching? Why or why not?)
 - b. What do you want to do differently when you teach next year? (or if not planning to teach next year... "if and when you teach again.")

7. In this project first year teachers were assigned a support teacher for the year.

Do you think it is useful for first year teachers to have a support teacher? If so, how long should the formal relationship be structured to last?

8. Let's focus on your relationship with your support teacher.
- a. Can you briefly describe your relationship with your support teacher? What influenced that relationship? (Probe for both personal and professional aspects of the relationship.)
 - b. How much interaction do you anticipate having with your support teacher next year? (Probe for what types of interaction are anticipated.)
9. Have you developed a helpful professional relationship this year with someone other than your support teacher? If so, describe that relationship. (Probe for who, nature of relationship, how it developed, effects, etc.)
10. a. Sometimes first year teachers rely on each other for support or ideas; sometimes they don't interact very much. What was your experience in working with other teachers (Probe for support, ideas, extent of)?
- b. Would it have been beneficial to have had more interaction with other first year teachers?
 - c. Should meetings of first year teachers be organized or left to happen spontaneously?
11. Was there any way in which being observed and interviewed or keeping journals influenced your teaching? (Do you think you have done anything differently than you would have otherwise?)
12. If you were to talk to a first year teacher next August, what specific suggestions might you give them?

APPENDIX E

MTIP Classroom Activity Record

MTIP

Teacher # _____ Period # _____ School # _____ Subject # _____ Date _____

of SS _____ # Adults _____ Grade _____ Observer # _____ Page _____ of _____

Activity #	Time				
Code	Min	SERs	Points		Descriptive Notes
				1.	
				2.	
				3.	
				4.	
				5.	
				6.	
				7.	
				8.	
				9.	
				10.	
				11.	
				12.	
				13.	
				14.	
				15.	
				16.	
				17.	
				18.	
				19.	
				20.	
				21.	
				22.	
				23.	
				24.	
				25.	

APPENDIX F

MTIP

STUDENT ENGAGEMENT RATINGS

Teacher # _____ Period # _____ School # _____ Subject # _____ Date _____
 # of Ss _____ # Adults _____ Grade _____ Observer # _____

	1	2	3	4
Time				
Activity Code				
# Visible Students				
# On-task, acad.				
# On-task, proc.				
# Off task				
# Dead time				

	1	2	3	4
Time				
Activity Code				
# Visible Students				
# On-task, acad.				
# On-task, proc.				
# Off task				
# Dead time				

APPENDIX G

MTIP COMPONENT RATINGS

Teacher # _____ Period # _____ School # _____ Subject # _____ Date _____
 # of Students _____ # of Adults _____ Grade _____ Observer # _____

1. Instructional Management

- | | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | a. Describes objectives clearly |
| 5 | 4 | 3 | 2 | 1 | b. Materials are ready |
| 5 | 4 | 3 | 2 | 1 | c. Clear directions |
| 5 | 4 | 3 | 2 | 1 | d. Waits for attention |
| 5 | 4 | 3 | 2 | 1 | e. Encourages analysis, builds reasoning skills |
| 5 | 4 | 3 | 2 | 1 | f. Clear explanations and presentations |
| 5 | 4 | 3 | 2 | 1 | g. Monitors student understanding |
| 5 | 4 | 3 | 2 | 1 | h. Consistently enforces work standards |

2. Rules and Procedures

- | | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | a. Efficient administrative routines |
| 5 | 4 | 3 | 2 | 1 | b. Appropriate general procedures |
| 5 | 4 | 3 | 2 | 1 | c. Suitable routines for assigning, checking, and collecting work |
| 5 | 4 | 3 | 2 | 1 | d. Efficient opening and closing routines |

3. Meeting Student Concerns

- | | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | *a. Student success |
| 5 | 4 | 3 | 2 | 1 | b. Attention spans considered in lesson |

4. Managing Pupil Behavior

- | | | | | | |
|---|---|---|---|---|-------------------------------------|
| 5 | 4 | 3 | 2 | 1 | *a. Rewards appropriate performance |
| 5 | 4 | 3 | 2 | 1 | b. Consistency in managing behavior |
| 5 | 4 | 3 | 2 | 1 | c. Effective monitoring |

5. Disruptive Pupil Behavior

- | | | | | | |
|---|---|---|---|---|------------------------------|
| 5 | 4 | 3 | 2 | 1 | *a. Amount of disruption |
| 5 | 4 | 3 | 2 | 1 | *b. Source of disruption |
| 5 | 4 | 3 | 2 | 1 | c. Timeliness |
| 5 | 4 | 3 | 2 | 1 | d. Cites rules or procedures |
| 5 | 4 | 3 | 2 | 1 | e. Desist |
| 5 | 4 | 3 | 2 | 1 | f. Criticism |
| 5 | 4 | 3 | 2 | 1 | g. Penalty |
| 5 | 4 | 3 | 2 | 1 | h. Ignores |

6. Inappropriate Student Behavior

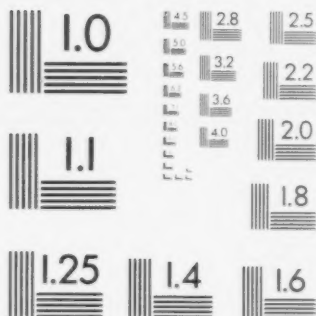
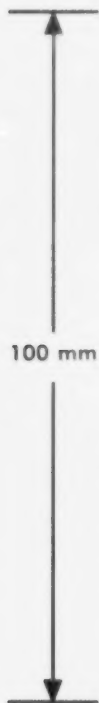
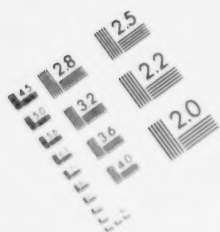
- | | | | | | |
|---|---|---|---|---|------------------------------|
| 5 | 4 | 3 | 2 | 1 | *a. Amount |
| 5 | 4 | 3 | 2 | 1 | *b. Source |
| 5 | 4 | 3 | 2 | 1 | c. Timeliness |
| 5 | 4 | 3 | 2 | 1 | d. Cites rules or procedures |
| 5 | 4 | 3 | 2 | 1 | e. Desist |
| 5 | 4 | 3 | 2 | 1 | f. Criticism |
| 5 | 4 | 3 | 2 | 1 | g. Penalty |
| 5 | 4 | 3 | 2 | 1 | h. Ignores |

7. Classroom Climate

- | | | | | | |
|---|---|---|---|---|---------------------------------|
| 5 | 4 | 3 | 2 | 1 | a. Conveys value of curriculum |
| 5 | 4 | 3 | 2 | 1 | b. Students are task oriented |
| 5 | 4 | 3 | 2 | 1 | c. Relaxed, pleasant atmosphere |

8. Miscellaneous

- | | | | | | |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | a. Distracting mannerisms |
| 4 | 3 | 2 | 1 | 0 | *b. Externally imposed interruptions |
| 5 | 4 | 3 | 2 | 1 | c. Manages interruptions |
| 5 | 4 | 3 | 2 | 1 | *d. Participation in discussion/recitation |

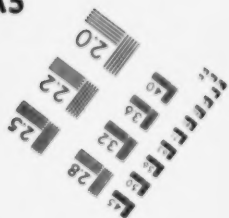


ABCDEFGHIJKLMNOPQRSTUVWXYZ
 abcdefghijklmnopqrstuvwxyz
 1234567890

1.0 mm

1.5 mm

2.0 mm



APPENDIX H

MODEL TEACHER INDUCTION PROGRAM

Contact/Event Report

Name _____

Date _____

Nature of Contact/Event:

____ Attached Correspondence

____ Event: _____
(Specify)

____ Other Communication _____
(Specify)

____ Telephone Call to _____

____ Telephone Call from _____

____ Other _____

Description

Response/Questions/Issues